



- Every student has an ILP tailored to his or her specific educational needs and wants.
- Elective choices are tied to personal and career interests as reflected in the ILP.
- Every student is engaged in a comprehensive advising and guidance process aimed at addressing his or her individual learning needs.
- Every student and their family are active participants in exploring and planning learning experiences on at least an annual basis.
- Students are encouraged to revise their individual learning plan as their interests and aptitudes mature and develop, and extracurricular and work experiences progress.
- As part of their IP, students will be encouraged to participate in extracurricular activities at the school
- In addition to his or her family, every student has at least one adult in the building who knows them, knows their learning plan and will advocate on their behalf.
- Students have the opportunity to participate in supportive and responsive advising and guidance processes to help them identify personal strengths and support the development of interpersonal skills.
- The ILP is used as a tool to assist in transitioning to the next level of learning.
- All students have access to expanded learning opportunities as related to his or her ILP.
- The ILP implementation plan is foundational to the advising and guidance process
- Counselors, teachers, administrators and families collaborate to meet the advising and guidance needs of every student.
- Students meet regularly with at least one adult in the building to address their social, academic, and career exploration needs.
- Establish advisory groups allowing for small group interaction between teacher and students.
- Advisory teachers are able to quickly identify struggling students and work to ensure prompt intervention services for those students

***Counselors and advisory teachers should collaborate to ensure all aspects of the ILP are regularly addressed, reviewed, and revised for every student.***

## **Scheduling for Flexibility**

### **Sample Schedules**

Many schools are working hard to incorporate time for advising/mentoring and into their daily, if not weekly, schedule. Many schools are working this time in with the Intervention and Enhancement times as well. The most important thing to take into consideration is how to incorporate this time as flexibly as possible, so as not to make students choose between advising/mentoring times and classes they also want to take. Consider these sample schedules below for ideas:



<b>Sample Schedule- School A</b>		
<b>High School</b>	<b>Period</b>	<b>Middle School</b>
8:15- 9:14	<b>1<sup>st</sup></b>	8:15 to 9:14
9:18 to 10:13	<b>2<sup>nd</sup></b>	9:18 to 10:13
10:17 to 11:12	<b>3<sup>rd</sup></b>	10:17 to 11:12
11:16 to 11:41 (HS Lunch A) 11:45 to 12:44 (HS Class A) 12:19 to 12:44 (HS Lunch B) 11:16 to 12:15 (HS Class B)	<b>4<sup>th</sup></b>	11:16 to 11:50 (Class) 11:50 to 12:15 (MS Lunch) 12:15 to 12:44 (Class Resumes)12:15 to 12:44
<b>12:48-1:18</b>	<b>5<sup>th</sup></b>	<b>12:48 to 1:30</b>
1:22 to 2:18	<b>6<sup>th</sup></b>	1:34 to 2:18
2:22 to 3:20	<b>7<sup>th</sup></b>	2:22 to 3:20

High School A is a 7<sup>th</sup> to 12<sup>th</sup> grade school, thus including middle and high school. For this school, Interventions/Enhancements and Mentoring/Advising occur during the students 5<sup>th</sup> Block of the day. The schedule for the week rotates so that students have Intervention or Enhancement classes on Monday, Tuesday, Wednesday and Thursday and they have Mentoring/Advising on Fridays. The class block is a credit- a pass/fail system rather than a number or letter grade.

This same intervention/enrichment rotation and the grading system can be utilized in any of the sample schedules below as well.

<b>Sample Schedule- School B</b>	
7:50	<b>First Bell</b>
<b>7:55- 8:20</b>	<b>Team Time</b>
8:25-9:20	<b>1<sup>st</sup></b>
9:25-10:15	<b>2<sup>nd</sup></b>
10:20-11:10	<b>3<sup>rd</sup></b>
11:15-12:40	<b>4<sup>th</sup> and Lunch</b>
12:45-1:35	<b>5<sup>th</sup></b>
1:40-2:30	<b>6<sup>th</sup></b>
2:35-3:25	<b>7<sup>th</sup></b>

High School B is a traditional 9<sup>th</sup> to 12<sup>th</sup> grade school. They have built time into the morning of their schedule for Mentoring/Advising as well as for any “homeroom” type of activities that might need to occur.

<b>Sample Schedule- School C</b>	
8:30-9:28	<b>1<sup>st</sup></b>



9:33-10:31	2 <sup>nd</sup>
10:36-11:34	3 <sup>rd</sup>
11:39-1:39	4 <sup>th</sup> (Class- 60 min, Lunch 30 min, MAT 30 min)
1:44-2:42	5 <sup>th</sup>
2:47-3:45	6 <sup>th</sup>

High School C is a traditional 9<sup>th</sup> to 12<sup>th</sup> grade school. They have built time into their lunch periods to do what they call MAT (Mentoring and Advising Time) so that students have an hour for class and thirty minutes each for lunch and MAT activities. The school schedule outlines more specifically when classes have lunch, class time and MAT time.

Sample Schedule- School D	
8:20-9:20	1 <sup>st</sup>
9:25-10:25	2 <sup>nd</sup>
10:30-11:30	3 <sup>rd</sup>
11:35-1:05	4 <sup>th</sup> (Class and Lunch)
1:10-2:10	5 <sup>th</sup>
2:15-3:40	6 <sup>th</sup> (Class and AT)

High School D, also a traditional 9<sup>th</sup> to 12<sup>th</sup> grade school, has incorporated their advisory time into the last class of the day. They have added extra minutes to complete AT, or Advisory Time, with the students.